DOCUMENT RESUME

ED 106 451 CE 003 592

AUTHOR	Manley, Richard N.; Conrad, Rowan W.
TITLE	Basic Internal Accountability Design for Career Guidance: An Affective Evaluation Report. Career Guidance Report No. 1.
INSTITUTION	Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
PUB DATE	Dec 74
NOTE	28p.; For related documents, see CE 003 593-597 and CE 004 257
AVAILABLE FROM	Mountain-Plains Economic Development Program Inc., Box 3078, Glasgow AFB, Montana 59231
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	Career Choice; Career Education; Educational Accountability; Evaluation; *Evaluation Criteria; *Evaluation Methods; Interest Tests; *Measurement Instruments; *Occupational Guidance; Standardized Tests; *Student Evaluation; Tests; Vocational Development; Vocational Interests
IDENTIFIERS	CAIV; Career Ability Interest and Value Form; *Career Guidance; Mountain Plains Program

ABSTRACT

The primary objectives of the Mountain-Plains Career Guidance Program are in the areas of: (1) assisting the student in discovering vocational abilities, values, and interests, and the integration of these into career and occupational choices; (2) nurturing the development of productive worker traits and attitudes; and (3) imparting factual material concerning careers and the world of work. Problems in the evaluation of students in such a program are discussed, and the basic evaluation tools and data collection instruments used are briefly described in relation to their place in the program. A diagrammatic representation of measurements is included. A 14-page appendix presents the Career Ability, Interest, and Value Form (CAIV), which is designed to present a comprehensive picture of the consistency and appropriateness of career choice. Instructions for administering the form and interpreting the results are included. (SA)

f

FEB 12 1973

A REGIONAL PROGRAM IN
COMPREHENSIVE FAMILY EDUCATION

ED106451

AN AFFECTIVE EVALUATION REPORT

CAREER GUIDANCE REPORT NO. 1

BASIC INTERNAL ACCOUNTABILITY DESIGN FOR CAREER GUIDANCE

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Michael Fenlason
Mountain Plains FEDP
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

CE 000 821

MOUNTAIN-PLAINS

ED106451

AN AFFECTIVE EVALUATION REPORT

CAREER GUIDANCE REPORT NO. 1

Basic Internal Accountability Design for
Career Guidance

Authors:
Richard N. Manley
Rowan W. Conrad

This product is a joint effort of the
Family Services Division and
Research Services Division

Ernest S. Weber
Coordinator
Family Services

David A. Coyle
Director
Research Services

December, 1974

PRODUCT UNDER DEVELOPMENT (NOT PUBLISHED MATERIAL). Mountain-Plains retains sole control of these materials and unauthorized use or reproduction, by mechanical means or other, is not permitted.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
ATTAINMENT CRITERIA	2
MAJOR OBJECTIVES	3
OTHER OBJECTIVES	4
INSTRUMENTATION	4
DATA COLLECTION OVERVIEW	5
BIBLIOGRAPHY	9
APPENDIX	10

INTRODUCTION

The Career Guidance program has objectives in three general areas: (1) Assisting the student in discovering vocational abilities, values, and interests and the integration of these into career and occupational choices; (2) Nurturing the development of productive worker traits and attitudes; and (3) Imparting factual material concerning careers and the World of Work (WOW).

With the possible exception of the third, the above guidance goals do not allow instruction by impersonal curriculum[1] nor evaluation by traditional cognitive content mastery measures. Since the desired outcome of career guidance is the choice of a viable and valued career, an appropriate evaluation of Career Guidance would assess the consistency of the student's career choice as well as examine the appropriateness and viability of the guidance process per se. An assessment of this process is, at best, difficult. Consequently, outcomes (career attitudes, and career choice consistency as well as worker traits and behaviors) are assessed and program processes[2] described. The basic evaluation tools for the overall career guidance/development program include:

(1) The Career Abilities, Interests, and Values Form (CAIV) - An experimental form for evaluating student self-perceived abilities, interests, and values as regards their consistency with test scores and professional judgments. The consistency of these variables with the student's career choice is assessed as well.

---

[1] The authors' appraisal of attempts to accomplish guidance by curriculum with which they are familiar is negative. Research with college students has shown this to be the least preferred career information method.

[2] For process descriptions see Manley (1974), Conrad (1974), Manley & Conrad, (1974).

(2) The Career Maturity Index: Attitude Scale (CMI) - An overall measure of the maturity (viability) of career attitudes (developed by Crites, 1973).

(3) Performance Evaluations - Performance evaluations are completed by Career Guidance personnel on the quality of paper and behavioral products.

(4) The Responsibility Index - An instrument that measures perceived appropriateness of three worker roles (developed by Sweeney and Associates, 1972).

In addition to the above, LAP/Unit/Course tests of a traditional cognitive type are also used to assure mastery of factual content; however, their importance is viewed as secondary since the focus of the Career Guidance/Development Program is on process (the examination of the appropriate changes the individual makes within himself as a result of the guidance relationship) and on processes (developing program materials and procedures.) In other words, factual attainment is a minimal prerequisite -- the most important focus is upon student use of factual material in making judgments and choices.

ATTAINMENT CRITERIA

Unlike such areas as English and math, appropriate specific attainment criteria and objective tools for measurement do not exist. This is a limitation of the state of our knowledge in the area of the interaction of human qualities as well as interaction of such qualities with the external environment. Therefore, basic attainment criteria in Career Guidance is based upon the professional judgment of the career guidance counselor; taking into account all information available (e.g., test scores, entry

records, instructor reports, group and individual guidance session interaction). An important long rang aspect of Career Guidance research will be assessment of the relative predictive validities of information elements.

MAJOR OBJECTIVES[3]

The student is to develop:

Objective 1:	An awareness of his own occupational interest patterns.
Measurement 1.	CAIV Forms II, III, and IV.
Objective 2.	An awareness of his own aptitude patterns.
Measurement 2.	CAIV Forms, II, III, and IV.
Objective 3.	An awareness of his own work values.
Measurement 3.	CAIV Forms II, III, and IV.
Objective 4.	Adaptive viable career attitudes.
Measurement 4.	CMI Attitude Scale.

Ultimately the student is expected to:

Objective 5.	Make an appropriate viable career choice.
Measurement 5.	CAIV Form II, III, and IV.
Objective 6.	Exhibit performance, cooperation, and dependability behaviors required to obtain and maintain employment.
Measurement 6.	Responsibility Index, MSS, and DET.
Objective 7.	Exhibit acceptable job interview skills.
Measurement 7.	Behavioral checklist completed by work experience specialist on role-played video-taped mock interview.

[3]In a strict sense, the objectives here listed are sets of objectives or goals in that they encompass sets of behaviors rather than unitary specific behaviors.

OTHER OBJECTIVES

The Career Guidance/Developement Program also has secondary objectives[4] in the more traditional cognitive sense. These are reported, with evaluation, in the Mountain-Plains Curriculum Library, Volumes 46 and 47 (Mountain-Plains, 1974), and are not pursued further in this report.

INSTRUMENTATION

Standard instruments in use are The Ohio Vocational Interest Survey (OVIS) (D'Costa et.al., 1969), The General Abilities Test Battery (GATB) (Dvorak, 1956; USES, 1962), the Minnesota Importance Questionnaire (MIQ) (Gay et.al., 1971), the Career Maturity Index - Attitude Scale (CMI) (Crites, 1973), the Job Descriptive Index (Smith, et.al., 1969), the Minnesota Satisfactoriness Scale (Gibson et.al., 1970), and the Responsibility Index (Elsass and Sweeney, 1972).

All were selected by the Career Guidance staff in consultation with Research Services as the best instruments in their respective areas. Elaboration of the construction, scales, reliabilities, and validities are reported in the references cited.

The Developmental and Employability Trait Form (DET) is a locally developed rating sheet on traits important for vocational success and adjustment. The CAIV was developed by the authors for the purpose of assessing the outcomes of

---

[4]This is not to imply that these objectives are unimportant--rather that factual attainment is not difficult or difficult to evaluate and that the primary focus of evaluation is on the integration of knowledge into career decisions, attitudes, and behaviors.

the guidance process, and uses an interview format to determine the student's awareness of their abilities, interests and needs and their relationship to selecting a career. A copy of the CAIV is appended to this report. A further elaboration of the CAIV may be found in Career Guidance Report No. 2 (Manley and Conrad, 1975).

The major rating forms and checklists in use are included as an appendix to this report. Other minor checklists, rating forms and cognitive tests are documented in the Mountain-Plains Curriculum Library as previously referenced.

DATA COLLECTION OVERVIEW

PRE-CENTER AND ORIENTATION

Test	Administration & Scoring	Subjects	Distribution
OVIS	Test Center	All Students	Career Guidance
MIQ	Test Center	All Students	Career Guidance
GATB	Pre-Center or Test Center	All Students	Career Guidance
CMI	Test Center	All Students	Career Guidance
MSS	Pre-Center to Employer(s)	All Students With a Work History	Career Guidance

AT EXIT FROM CAREER GUIDANCE

Test	Administration & Scoring	Subjects	Distribution
CMI	Test Center	All Students	Career Guidance
CAIV, Form II	Counseling Aide or Career Guidance Supervisor	All Career Preparation Students	Career Guidance
CAIV Form III	Career Guidance	All Career Preparation Students	Research
CAIV, Form IV	Career Guidance	All Career Preparation Students	Research

SIXTH WEEK IN OCCUPATIONAL PREPARATION

Test	Administration & Scoring	Subjects	Distribution
JDI-Work	Career Guidance	All Career Preparation Students	Career Guidance and Research
DET	Data Center Initiates to Instructors	All Career Preparation Students	Career Guidance, Counseling, Data Center

PRE-ENTRY TO WORLD OF WORK

Test	Administration & Scoring	Subjects	Distribution
CMI	Career Guidance	Sample to be Designated	Career Guidance
MSS	Career Guidance	Occupational Instructors of Students	Career Guidance
RI	Career Guidance	All World of Work Students	Career Guidance

AT PROGRAM EXIT (FOLLOWING WORLD OF WORK)

Test	Administration & Scoring	Subjects	Distribution
CMI	Test Center	All Students	Career Guidance
Mock Interview Checklist	Career Guidance	All World of Work Students	Career Guidance
MIQ	Career Guidance	Sample to be Designated	Career Guidance
RI	Career Guidance	All World of Work Students	Career Guidance

REFERENCE TESTING

Test	Administration & Scoring	Subjects	Distribution
CAIV, Forms II and III	Research to Administer During Orientation	Sample to be Designated	Research

CMI	Career Guidance	Former Cooperating Employers	Research
CMI	Research	Sample of Mountain-Plains Staff	Research

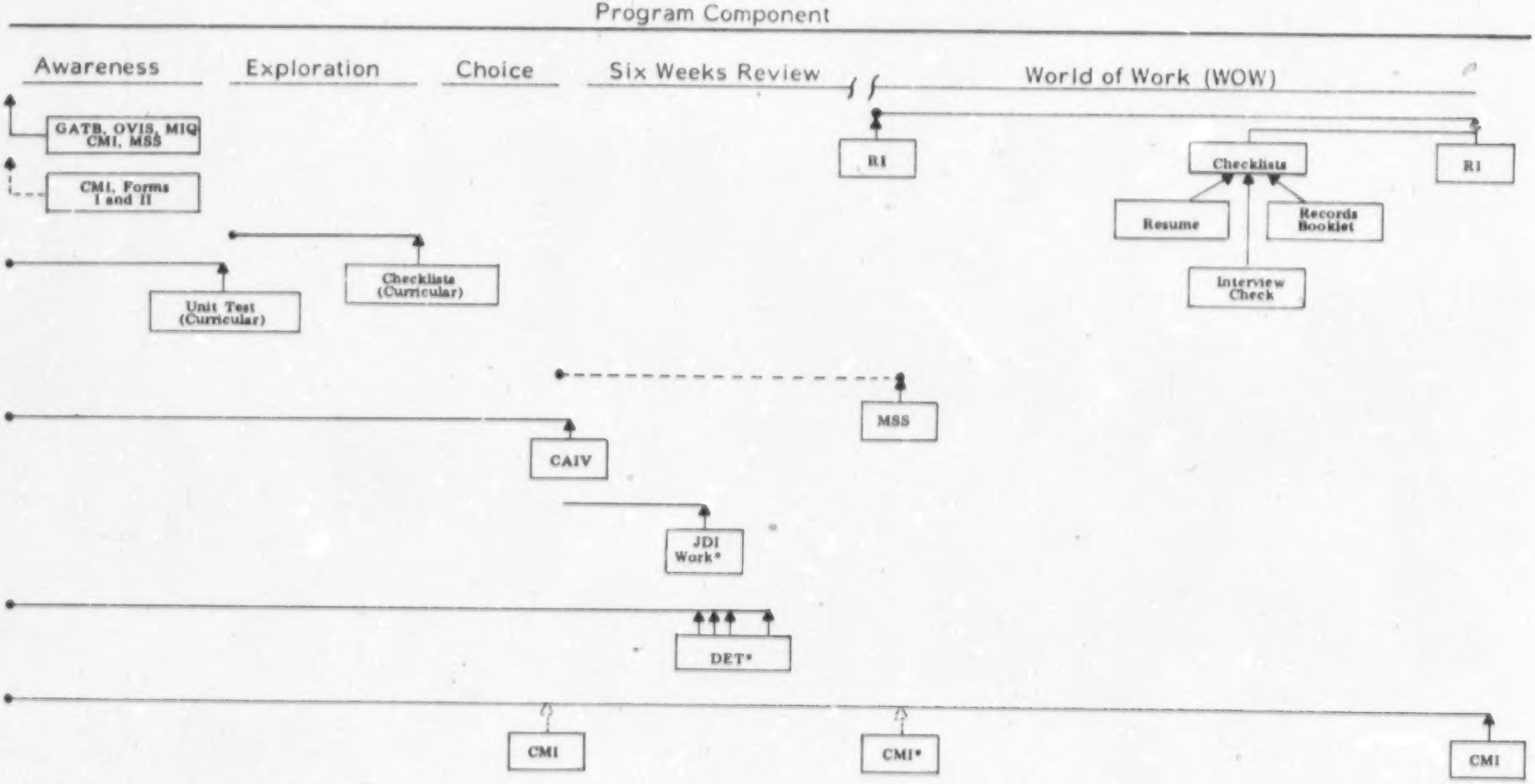

Figure 1

Diagramatic Representation of Measurements

BIBLIOGRAPHY

Crites, J.O., Career Maturity Inventory. McGraw-Hill: Monterey, California, 1973.

D'Costa, A.G., et.al., Ohio Vocational Interest Survey. New York: Harcourt, Brace Jovanovich, Inc., 1969.

Dvorak, B.J., The General Aptitude Test Battery. Personnel and Guidance Journal, 1956, 35, 145-154.

Elsass, N.S., and Sweeney, A.B., Responsibility Index. Wichita: Test Systems, Inc., 1972.

Gay, E.G., et.al., Minnesota Studies in Vocational Rehabilitation: XXVIII. Manual for the Minnesota Importance Questionnaire. Minneapolis: Industrial Relations Center, University of Minnesota, 1964.

Gibson, D.L., et.al., Minnesota Studies in Vocational Rehabilitation: XXVIII. Manual for the Minnesota Satisfactoriness Scales. Minneapolis: Industrial Relations Center, University of Minnesota, 1970.

Smith, P.C., et.al., The Measurement of Satisfaction in Work and Retirement Chicago: Rand McNalley Co., 1969.

USES., Guide to the Use of the General Aptitude Test Battery: Section III. Development. Washington: Government Printing Office, 1962.

APPENDIX

Career Abilities, Interests, and Values Form (CAIV)

Introduction

The Career Ability, Interest, and Value form is designed to present a comprehensive picture of the consistency and appropriateness of career choice. The test instruments referred to in these areas are:

1. Abilities - The General Aptitude Test Battery
2. Interests - The Ohio Vocational Interest Inventory
3. Needs/Values - The Minnesota Importance Questionnaire

However, the format could be used with substitution of any ability, interest, or need/value instrument.

The form is intended to measure choice as the result of participating in a comprehensive guidance process; and to assess the relative predictive validity of individual tests, guidance personnel judgments and consistency among predictors (particularly student self-perception and test results) as a factor in such variables as frequency of career change and ultimate educational and career success.

Form IA

Form IA defines the interview format and key phrases to be used in the interview situation. The interviewer should not deviate from this format except:

1: Introductory remarks to put the student at ease.

2. Elicitive comments should the student fail to give a minimum of three responses in any category.

3. To thank the student for his cooperation at the end of the interview.

In any and all comments the interviewer should take great care not to cause the student to attempt to recall test results, and to keep the student at ease and reporting his own perceptions of himself in the areas of inquiry.

Form II

Form II is a worksheet. The interviewer lists the student's responses in the designated portion of the worksheet during the interview. After the student's departure, the interviewer consults the appropriate tests and ranks the test result scale indicators as per rank in the spaces provided.

The interviewer then calculates the "hit" and "3" scores and records these in the appropriate spaces on Form III as per the directions for Form III.

Form III-A

Using the appropriate test profiles, and Form II worksheet the various ratings and scores for Form III-I are derived and recorded as per the following instructions.

Hit Scores. To calculate and record hit scores:

1. The number of strong abilities listed (N) are recorded in III-I in the "Number Listed" column.
2. The number of these choices consistent with the top "N + 1" GATB scores is listed in the "Number Consistent" column.
3. The ratio consistent/listed is calculated to two decimal places and recorded in the "Ratio Consistent-to-Listed" column.
4. The box to the right (consistency quartile) into which the ratio falls is checked.
5. The number of the consistency quartile box is recorded in the hit score code box (box 1).
6. The above procedure is repeated for weakest abilities.
7. Repeat the above for interests using interest test results and then for needs/values using needs/values test.

"3 Scores". To calculate and record the "3 Score":

1. Using only the first three strongest abilities given by the student, record the number (0 or 1 or 2 or 3) of these that are consistent with the top 3 GATB scores in code box 10.
2. Repeat for the weakest GATB scores using code box 11.
3. Repeat the above for interests (boxes 12 & 13) and then for needs (boxes 14 & 15).

Consistency Scores.

7. The + consistency "hit score" (code box 7) is the sum of boxes 1, 3, and 5.
8. The - consistency "hit score" (code box 8) is the sum of the numbers in boxes 2, 4, and 6.

Consistency Scores (continued)

9. The mean consistency "hit score" (box 9) is found by adding the numbers in boxes 7 and 8 and dividing by two.

16. The + consistency "3 Score" (code box 16) is the sum of the numbers in boxes 10, 12, and 14.

17. The - consistency "3 Score" (code box 19) is the sum of the numbers in boxes 11, 13, and 15.

18. The mean consistency "3 Score" (code box 18) is found by adding the numbers in code boxes 16 and 17 and dividing by two.

III-II. Professional Rating of Consistency

The Guidance Counselor who has worked with a student daily for several weeks has much more information available to him than just test profiles. The chart in III-II should reflect the personal rating of the Guidance Counselor taking into account all information (objective and subjective) available to him. On this basis the appropriate response should be checked on the chart using the following response definitions:

1. Definitely Consistent. The career choice fits with the student's strongest abilities (or interests or needs) as I see them.

2. Mostly Consistent. The choice fits with student abilities (or interests or needs) but not with the strongest as I see them.

3. Mostly Inconsistent. The career choice does not fit well with the student's abilities (or interests or needs) as I see them, but neither is it contrary to them.

4. Definitely Inconsistent. The choice does not fit at all with the student's abilities (or interests or needs) as I see them, and in fact is contrary to them.

In making this rating it is important that the Guidance Counselor make a personal and "pure" rating of choice consistency with abilities, interests, and needs unencumbered by any "practical" considerations (e.g., but there was no alternative that was more favorable at Mountain-Plains).

Calculation of Codes for III-II

To the left of code box 19 one and only one column should be checked. The number at the head of the checked column should appear in the code box. Codes for boxes 20 and 21 are calculated in the same manner.

The choice appropriateness score (code box 22) is the sum of the numbers coded in boxes 19, 20, and 21.

III-III. Interest Consistency

The interest consistency score (H, I, or F) should be recorded in the blank. A number rating should be recorded in the code box using the code H=3, I=2, and F=1.

III-IV. Predictive Evaluation

The Career Guidance Counselor completes two evaluations of appropriateness of Career Choice. The first rates the choice versus careers in the WOW in general. It is executed by: 1) selecting the appropriateness rating that, as defined on the form, is most characteristic of the choice as per the professional judgment of the counselor, and 2) checking the appropriate response. The number of the checked response is recorded in code box 24.

The second evaluation is identical except that it rates the choice in relationship to careers offered at Mountain-Plains and the number of the response is recorded in code box 25.

III-V. Mountain-Plains Success Prediction

The Career Guidance Counselor, using all sources of information, makes a predictive professional evaluation as regards the student's probable Mountain-Plains success by rank-checking responses in one of the three areas as per instructions on the form. The response will be transferred to the corresponding code box (i.e., 26 for A, 27 for B, etc.) using the code:

0 for an unchecked item
1 for a lone checkmark
1 for a 1
2 for a 2 and
3 for a 3

Code box 33 summarizes this information into three categories:

1. Complete Easily. This corresponds to checking response A. If A is checked, a 3 should be recorded in code box 33.

2. Complete with Difficulty. This corresponds to checking or numbering response B and/or C, and/or D. If one or more of these responses are checked/numbered, the number 2 should be recorded in code box 33.

3. Probable Failure. This corresponds to checking or numbering response E, and/or F, and/or G. Should one or more of these responses be checked/numbered, the number 1 should be recorded in code box 33.

III-VI. Additions for Second and Third Choices

The A, B, and C items examine characteristics of the new career choice versus the previous choice and are completed by checking the most appropriate response and recording the number corresponding to that response in the corresponding code box (box 34 for A, box 35 for B, and box 36 for C).

Item D allows for elaboration of the C response.

Form IV

Form four is completed by an external evaluator who has not worked with the student, but who has access to and experience in interpreting the tests in question. Evaluation should be based exclusively on an objective professional evaluation of test results and recorded under whichever of the following category definitions are most appropriate to that evaluation.

1. Definitely Consistent. The career choice fits with the student's strongest abilities (or interests or needs as the case may be) as measured by the test.

2. Mostly Consistent. The choice fits with student abilities (or interests or needs) but not with the strongest as indicated by the test.

3. Mostly Inconsistent. The career choice does not fit well with the student's abilities (or interests or needs) as indicated by the tests but neither is it contrary to them.

4. Definitely Inconsistent. The choice does not fit at all with the student's abilities (or interests or needs) as indicated by the test, and in fact is contrary to them.

Code boxes 37, 38, and 39 are computed by recording the number that heads the column checked on the respective lines. Code box 40 is the sum of boxes 37, 38, and 39.

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW AFB, MONTANA 59231 · TEL: (406) 524-6221

CAIV FORM I, A

Guidance Counselor Introduction

_____ over the past couple of weeks you have
(student's name)
done a lot of work exploring different things that are important in picking a career. The main things that were talked about were interests, abilities, and values/needs. As a result of all this, I would like to know what you now feel are your strongest work interests, abilities and values. I want to know what you feel overall - not just based on tests, or discussions, or area explorations, etc., but your feeling now based on everything.

First let's do abilities.

1. What do you feel are your strongest abilities - the type of things you do best?
2. What do you feel are your weakest abilities - the things that are most difficult for you?

Along the same line, let's explore your current feeling about your interests.

3. What occupational areas are you most interested in?
4. What occupational areas are you least interested in?

Now could you answer some similar questions about your work needs/values?

5. Which values do you feel are most important to you for your job and career?
6. Which values do you feel are least important?

Mountain-Plains Education & Economic Development Program, Inc.

CAIV FORM II, A

STUDENT _____ Report is for:

FAMILY NO. _____ ___ original career choice

MARITAL STATUS _____ AGE _____ SEX _____ ___ second career choice

___ third career choice

PERSON CONDUCTING INTERVIEW, _____
(Staff Member's Name)

ABILITIES, INTERESTS, AND VALUES REPORT FORM WORKSHEET

AREA	NO.	STUDENT RESPONSES*	TEST RESULTS*
1) Strongest Abilities	1.		
	2.		
	3.		
	4.		
	5.		
2) Weakest Abilities	1.		
	2.		
	3.		
	4.		
	5.		
3) Strongest Interests	1.		
	2.		
	3.		
	4.		
	5.		
4) Weakest Interests	1.		
	2.		
	3.		
	4.		
	5.		
5) Stongest Values/Needs	1.		
	2.		
	3.		
	4.		
	5.		
6) Weakest Values/Needs	1.		
	2.		
	3.		
	4.		
	5.		

*If more than five responses are given, use the back of the form.

CAIV FORM III, A

STUDENT NAME _____ Report is for:

FAMILY NO. _____ ___ original career choice

___ second career choice

MARITAL STATUS _____ AGE _____ SEX _____ ___ third career choice

FORM COMPLETED BY _____
(Staff Member's Name)

CAREER CHOICE RATINGS

I. CHOICE CONSISTENCY RATINGS

Area		Number Listed	Number Consistent	Ratio Consistent to Listed	CONSISTENCY QUARTILE (1) 0 – .25	(2) .26 – .50	(3) .51 – .75	(4) .76 – 1.00	CODE BOXES Hit Score	"3" Score
A. Abilities	+								1	10
	-								2	11
I. Interests	+								3	12
	-								4	13
V. Values	+								5	14
	-								6	15
CHOICE CONSISTENCY SCORE (A + I + V)							+		7	16
							–		8	17
							Mean Total		9	18

II. GUIDANCE SPECIALIST RATINGS OF CHOICE CONSISTENCY

Area	CONSISTENT Definitely (4)	CONSISTENT Mostly (3)	INCONSISTENT Mostly (2)	INCONSISTENT Definitely (1)	CODE BOX
A. Abilities					19
I. Interests					20
V. Values					21
CHOICE APPROPRIATENESS SCORE (A + I + V)					22

III. OVIS CONSISTENCY RATING (FROM OVIS PROFILE)_____

CODE BOX
23.

IV. CAREER GUIDANCE COUNSELOR'S PREDICTIVE EVALUATION OF CHOICE

In light of all of the objective and subjective information available to you, please rate the appropriateness of the student's career choice using the response definitions in the box (on the following page).

Very Appropriate.	This is an ideal choice for the student, couldn't be better.
Appropriate.	This is a good choice for the student, but some others might be better.
Acceptable.	This is a fair choice for the student, but some others would be better.
Inappropriate.	This is a bad choice for the student, most other choices would be better.
Very Inappropriate.	This is a terrible choice for the student, almost any other would be better.

A. Versus careers in the World of Work in general, the choice is: CODE BOX 24

5. ___ Very Appropriate
4. ___ Appropriate
3. ___ Acceptable
2. ___ Inappropriate
1. ___ Very Inappropriate

B. Versus career areas offered at Mountain-Plains, the choice is: CODE BOX 25

5. ___ Very Appropriate
4. ___ Appropriate
3. ___ Acceptable
2. ___ Inappropriate
1. ___ Very Inappropriate

V. WHICH OF THE FOLLOWING DO YOU FEEL DESCRIBE THE PROBABLE OUTCOME OF THE STUDENT'S MOUNTAIN-PLAINS EXPERIENCE (YOU MAY CHECK MORE THAN ONE RESPONSE BUT IF YOU DO SO RANK THE INDICATORS USING "1" FOR THE MOST DESCRIPTIVE, "2" FOR THE SECOND MOST, ETC.)

	CODE BOX
A. ____ Will complete with little or no difficulty.	26
B. ____ Will complete, but will have difficulty in the foundation education area.	27
C. ____ Will complete, but will experience difficulty in the personal/family area.	28
D.* ____ Will complete, but will experience difficulty in occupational preparation unrelated to B or C above.	29
E. ____ Will not complete due to difficulties experienced in foundation education.	30
F. ____ Will not complete due to difficulties experienced in personal/family area.	31
G.* ____ Will not complete because of difficulties experienced in occupational preparation unrelated to E or F above.	32
	33

*(see next page)

*Whenever this option is checked, explain the expected problem in the space below.

VI. ADDITIONAL INFORMATION TO BE FILLED OUT ONLY IF THIS FORM IS FOR A SECOND OR THIRD CHOICE.

A. Has the Career remained within the previous career cluster?

CODE BOX 34.

2. ___ Yes
1. ___ No

B. Has the new choice moved the student basically:

CODE BOX 35.

3. ___ up the career ladder?
2. ___ to a similar ladder position in another cluster?
1. ___ down the career ladder?

C. How does this choice compare with the previous choice as regards test score information?

CODE BOX 36.

2. ___ more consistent with test scores
1. ___ less consistent with test scores

D. Elaborate your response to item VI - C above explaining in what areas the results are more or less consistent and adding any qualifiers you feel needed in light of the forced choice on the item.

Mountain-Plains Education & Economic Development Program, Inc.

CAIV FORM IV, A

STUDENT _____

STUDENT NO. _____ DATE _____

SEX _____ MARITAL STATUS _____

FORM COMPLETED BY _____
(Staff Member's Name)

This Form Is For:
___ original choice
___ second choice
___ third choice

Rating of Career Choice and Test Result Consistency

AREA	CONSISTENT		INCONSISTENT		CODE BOX
	Definitely (4)	Mostly (3)	Mostly (2)	Definitely (1)	
A. GATB Results – Consistent with career choice					37
I. OVIS Results – Consistent with career choice					38
V. MIQ Results – Consistent with career choice					39
TEST/CHOICE CONSISTENCY SCORE (A + I + V)					40

COMMENTS: